



## Position Description: Executive Assistant

ROLE TITLE	Executive Assistant
LOCATION	St Joseph's Flexible Learning Centre
POSITION REPORTS TO	Principal
POSITION SUPERVISES	N/A
DOCUMENT DATE	25/01/2021

Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply

### Foundation Statement

EREA seeks to respond to the needs of young people disenfranchised and disengaged from education through the provision of a safe place that provides an opportunity for them to re-engage in a suitable, flexible learning environment.

Flexible Learning Centres seek to build honest and authentic relationships with young people, their families and communities, through valuing, supporting and celebrating the uniqueness and dignity of each person.

EREA Flexible Learning Centres are guided by the vision of Edmund Rice, and the empowering service of education, so that young people may achieve personal and community liberation through educational experiences that enable transformation.

### Background

The South Eastern Flexible Schools Network (SEFSN) is an initiative of Edmund Rice Education Australia. EREA services including Flexible Learning Centres (FLCs), offer a full-time and multiyear secondary education and social inclusion program for young people who have disengaged from mainstream structures. Young people may express a broad range of complex education and social needs and the SEFSN services respond with a variety of flexible and innovative social inclusion and learning experiences.

SEFSN services provide young people with a varied and holistic set of learning experiences, supporting them to identify and pursue an individual transition to adulthood, employment, further education and training, and social connectedness.

Indigenous and non-indigenous young people who attend are usually disengaged from mainstream education for a range of reasons that may include those:

- who have had contact with the juvenile justice system;
- in the care of the Office of Children and Families;
- with a history of trauma;
- with a history of extended periods of unexplained absences;
- who are highly mobile;
- with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- who have been excluded or repeatedly suspended from school;
- who are homeless;
- who are young parents;
- with a generational history of early school leaving; and/ or
- with a generational history of unemployment.

See [www.ereafsn.edu.au](http://www.ereafsn.edu.au) - Publications for further information.

### Principles of Operation

The four principles of operation that all Flexible Learning Centres operate under are Respect, Participation, Safe and Legal and Honesty.

This framework is a significant point of difference from mainstream schooling. The principles establish a “common ground” among staff, young people and families where the means to resolve conflict, negotiate learning, recognise rights and responsibilities are modelled and explored, both within the group and individually.

A primary responsibility for this role is to maintain fidelity to Operation by Principle and the best practice guidelines as articulated in the Youth+ Foundation and FLC Occasional Papers (available on the website at <https://www.ereafsn.edu.au/wp-content/uploads/2017/09/18.-EREA-Youth-Foundation-Statement-Copy.pdf>).

### EREA Charter and Touchstones

Edmund Rice schools strive to offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity. The Charter describes our distinct identity as Edmund Rice schools and provides a practical expression of this identity. The Charter uses four touchstones to describe the culture of a Catholic school in the Edmund Rice tradition. These touchstones give us ideals authentically linked with the Charism which underpins the ministry in our schools and educational endeavours. They help us set our direction and define our goals as, following Edmund Rice’s vision, we continue to reflect and to seek to make the Gospel a living reality in our communities. The Charter and Touchstones can be accessed from the EREA website: <https://secure.erea.edu.au/Publications/EREA-Charter/docs/EREA-Charter.pdf>

### Primary Role

The Executive Assistant provides administrative support to the Principal of St Joseph’s Flexible Learning Centres in Victoria, contributing to the effective functioning of the school.

### Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. Maintain fidelity to and model best practice in Operation by Principles and other key Nano Nagle practices as articulated in our Framework;
2. Provide executive level support to the Principal.
  - Coordinate meetings in collaboration with the leadership team including coordination of attendees, organising pre-brief where required and record of minutes, as required.
  - Maintain appointment schedules by planning and scheduling meetings, conferences, teleconferences, and travel. Ensure that the Principal has information required for each appointment.
  - Liaison with other members of the school and Network around the scheduling and coordination of meetings and attending to meeting requirements to ensure the smooth conduct and support of meetings.
  - Produce information by transcribing, formatting, inputting, editing, retrieving, copying, and transmitting text, data, and graphics.
  - Analyse enquiries and requests from internal and external stakeholders, determine and take appropriate action, including the redirection of enquiries to appropriate personnel.
  - Record and manage the record of the minutes for Principal and leadership team as directed.
3. Communication and Information Management.
  - Maintain effective manual and electronic filing systems adhering to record management guidelines and system in place.
  - Requested communications/documents ensure adherence to SJFLC Guidelines
  - All incoming written correspondence is reviewed and prioritised with subsequent actions identified and distributed in timely manner; where relevant, timely and effective responses are provided to correspondence as required and or directed.
  - When required, provide support to the administration and oversight of Policy Plus and the Staff Learning System.



4. Provide relief reception support to young people and front of house operation in the absence of administration staff.
  - Respond to enquiries from staff, young people, parents and community members and address issues in accordance with the FLC procedures.
  - Provide a welcoming and supportive environment for young people and families.
  - Provide a welcoming environment for visiting consultants.
5. Financial Responsibility
  - Assist Principal and leadership team with financial approval processes for invoices and credit card transactions.
  - Provide assistance for the financial management of the Centre
6. Developing and maintaining administrative processes
  - Maintain appropriate records and prepare reports as required by the Principal.
  - Develop and improve administrative practices to support school leadership.
7. Working Professionally
  - Contribute to the efficient and effective functioning of the SJFLC team in order to meet organisational objectives.
  - Perform responsibilities in a manner that reflects and responds to a focus on ethical conduct, engagement and continuous improvement.
8. **Support and comply with Child Safeguarding Practices according to policy**
  - Abide by EREA's [Child Protection Policies](#), [Code of Conduct](#), and [Child Safe Code of Conduct](#).
  - Abide by Nano Nagle Network's [Child Safety Policy and Code of Conduct](#).
  - In consultation with the Head of Campus, Associate Heads of Campus or School Leader/s provide support to young people and families dealing with issues of child safety.
  - Ensure legal and mandatory reporting obligations are met, consistent with the FLC's 'Procedures for Responding to and Reporting Allegations of Child Abuse' within the FLC's 'Child Protection Program'.
  - Provide a referral point for young people and families to appropriate support services.
9. Other duties as reasonably directed by the Network Principal, Campus Principal and school leadership as requested.
10. Ensure that all Safety W/OHS and general school procedures and protocols are followed

### Selection and Review Criteria

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> <li>• Tertiary Qualification in business administration or equivalent work experience.</li> <li>• 3 years' experience in a similar executive support role</li> <li>• Ability to obtain and maintain a Working with Children/Vulnerable People Check</li> <li>• Hold appropriate Australian Work Rights</li> <li>• Valid First Aid Certificate or willingness to obtain.</li> <li>• Valid Australian Driver's Licence and willingness to drive school vehicles when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty</li> <li>• Superior oral and written, interpersonal, stakeholder relationship management and conflict resolution skills.</li> <li>• An understanding of information management at a governance level including demonstrated experience in professional standard minute taking.</li> <li>• The desire to work in a fast-paced environment with a positive attitude.</li> <li>• Highly developed organisational and time management skills.</li> <li>• High level of initiative and problem-solving skill capacity.</li> <li>• High standard of competency in all Microsoft Office and related applications.</li> <li>• High level attention to detail.</li> <li>• Ability to work cooperatively and flexibly to fulfil individual and team performance</li> <li>• Collaborative team player with the ability to build quality working relationships</li> <li>• A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity</li> </ul>



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|  | <ul style="list-style-type: none"><li>• Resilient and able to develop resilience in others with a high level of emotional intelligence</li><li>• Ability and willingness to travel to school sites and attend professional development as required.</li></ul> |
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**Physical Requirements:**

This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability.

Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.